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CAREER CHOICE AND APTITUDE OF GRADES 7 AND 8 STUDENTS: A PATHWAY TO K TO 12 SENIOR HIGH SCHOOL

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ABSTRACT

This study aimed at determining the career choice of the grades 7 and 8 students in relation to the results of their aptitude test. Keywords- Probation, adversity, elementary teachers, reading, comprehension skills, student learning English, additional language. This study employed the descriptive-correlation research design in investigating the research problem. This study was conducted in all Secondary Schools in Babak District, Island Garden City of Samal. The respondents of this study were the Grades 7 and 8 students in the K to 12 Curriculum of all Secondary schools of the said district. The study revealed that the orientation of our students today as to the courses they are going to take still inclines into four-year courses which they believe to be of more convenience, bankable and decent.Moreover, it is manifested in this study that those students who opted to take Tech-Voc in the Senior High School preferred to take cookery, the curse that is highly sought by the respondents. Further, this study summarizes that there is a significant relationship on the career choice of students and their aptitude. Students' aptitude or inclination is always the basis for choosing what career to take.

KEYWORDS: *Career Choice, Aptitude of Grades 7 And 8 Students, Pathway to K To 12 Senior High School*

INTRODUCTION

Choosing a job or career is one of the most important decisions of one's life. If a person does not know what he wants to be in college, most likely a person is stressed about it. There might have a few ideas about what a person like to do, but does not know whether these ideas are realistic or not.

Philippines is the only country in Asia and one of the three remaining countries in the world which offers ten (10) years in the basic education program The K to 12 Program covers Kindergarten and twelve (12) years of basic education – six (6) years elementary education, four (4) years Junior High School and two (2) years of Senior High School (SHS) to provide sufficient time for mastery of concept and skills, develop lifelong learners and prepare graduates for tertiary education, middle level skills development, employment and entrepreneurship. Senior High School is two (2) years of specialized upper secondary education; students may choose a specialization based on aptitude, interest and school capacity.

Schafer (2001) pointed out that a career aptitude test can give an indication of which job match one's personality and which careers one may have an aptitude for. A student may undergo a career aptitude tests and career assessments that can help determine what type of job matches his or her career interests and aptitudes. As what Goodland (2003) said, life is not as easy as most people say it is, in order for people to understand/live life in a nice fulfilling way to take some time off and no disturbance.

Maureen (2009) assumed that making a good career choice is actually about a lot more than choosing a job; it is about choosing something that will provide people with the lifestyle they seek. Although this seems an obvious advice, too many young people feel pressured into making a choice before being really sure of what they want to do. In fact, many young people do not even know who they are, let alone what they want to become. Many successful people take off time to slowly work out what it is that make them tick and brings them fulfillment.

Lintz (2009) aptly said that making a career choice requires getting in touch with oneself and the surroundings. Tapping into intuition and really listening to hearts will help students better assess their life and create a vision of what they want to accomplish in the world.

Before one can make a career choice to learn about oneself. The values, interests and skills, in combination with certain personality traits, we will make some careers especially suitable and some particularly inappropriate. One can use sell assessment tools, often called career tests, to gather this information and, subsequently, to generate a list of occupations that are deemed appropriate. Some people choose to have career counselors or other career development professionals administer thesis tests but many opt to use free career tests that are available on the web.

The researcher, as a school head in one of the secondary schools of the Division of the Island Garden City of Samal is in quandary on how senior high school will be implemented, as he firmly believes that its implementation is complimentary in the provision of facilities of technical vocational courses the school plans to offer. The trainings that teachers should attend to should align with the courses that the students want to take in the senior high school.

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LITERATURE REVIEW

This section deals with related literature and students which have bearing to this research. They are presented in a comprehensive way to extend clearer insights and overview of this study. Furthermore, they will be the basis in the construction of the research instruments and they provide enrichment of this manuscript.

Tracking is separating pupils by academic ability into groups for all subjects or certain classes and curriculum within a school. It may be referred as streaming or phasing in certain schools. In a tracking system, the entire school population is assigned to classes according to whether the students' overall achievement is above average, normal or below average. Students attend academic classes only with students whose overall academic achievement is the same as their own (Mickelson, 2003).

Haney (2008) noted that among older students, tracking systems usually diverge in what the students are taught. Students in academically advanced tracks study higher mathematics, more foreign languages and literature. Students in less academic tracks acquire vocational skills such as welding or cosmetology, or business skills such as typing or bookkeeping. Students are usually not offered the opportunity to take classes deemed more appropriate for another track, even if the students have a demonstrated interest and ability in the subject.

Also, Oakes (2007) described that tracking and its various modifications is among the predominant organizing practices of American public schools, and has been an accepted feature in the country's schools for nearly a century. Coming into use at a time when schools had growing numbers of immigrant children as the result of compulsory schooling laws. Tracking was adopted as a means of sorting those children viewed as having limited preparation or capacity for schooling from native children, Unfortunately, however, tracking quickly took on the appearances of internal segregation.

Childers (2011) claimed that the types of tracks have changed over the years. Traditionally, there were academic, general and vocational tracks, identified by the kind of preparation they provide. By the 1920s some schools had developed up to eight distinctly labeled tracks that represented particular curricular programs that reflected as assessment of students probable social and vocational futures. Many secondary schools now based track levels on course difficulty, with tracks such as basic, honors or college preparations. Primary schools might track in terms of high, average, or lower ability.

Slavin (2000) inferred that school policies determine three structural qualities of the tracking system: extensiveness (the number of subjects tracked and the type of distinct curricula offered); specificity (the number of track levels offered); and flexibility (whether students move from one track to another). Although, in theory, track assignment is based on academic ability, other factors often influence placement.

Ansalone (2003) affirmed that proponents of tracking say that tracking has several important strengths. A major advantage of tracking is that it allows teachers to better direct lessons toward the specific ability level of the students in each class. While tracking for regular instruction makes no real difference in scholastic achievement for low and average ability students, it does produce substantial gains for gifted students in tracks especially designed for the gifted and talented.

Rogers (2001) stated that tracking meets the need for highly gifted students to be with their intellectual peers in order to be appropriately challenged and to view their own abilities more realistically. Tracking has been refined to learn more towards a subject but subject basis rather that a person by person basis. This means that students could be in class with their peers, as to math vs. English. Maybe a student is at a higher level in math and in a class with advanced math students, but they may be in a lower English level and are grouped with peers at their level in English.

Fiedler (2002) noted another positive aspect of tracking is that since it separates students by ability, students' work is only compared to that of similar-ability peers, preventing a possible lowering of their self-esteem that could result from comparisons with the work of higher ability students, or inflating the egos of the high-ability students when compared to low-ability, same-age students. Since high self-esteem is correlated with high academic achievement, tracking should theoretically, promote academic success. However, the awareness by the student of being placed into a low track might lower self-esteem and vice-versa.

Kulik (20002) emphasized that the ways by which students are assigned to tracks and the amount of fluidity within the tracking system varies by school and occurs in a variety of manners within the individual schools. While some schools assign students to a particular track and do not allow for mobility between tracks, other schools allow students to be placed into an advanced class for one subject and a lower-ranking class for another. Non-academic factors such as schedule, conflicts often affect students; track assignments as well.

Argys (2006) recognized that within some schools, tracking occurs in a variety of manners. Secondary schools, in general, tend to assign students to high tracks based on objective criteria, while low-track students are often placed using more-arbitrary measures. In some cases, placement is based entirely on student decision. In secondary schools in particular, test scores from primary schools may be used to determine a student's secondary track.

Khmelkov (2009) specified that counselors may also work with students to choose a particular class that in turn puts them on a given track. In both primary and secondary schools, parents and peers may influence academic choices even more than guidance counselors, by encouraging students with similar backgrounds, whether academic, vocational, ethnic, religious, racial, etc., to stay together. Additionally, groupings may be done by teacher and counselor recommendation without the students' knowledge of any difference in course sections available. Though this is sometimes the case, students are often aware of ability grouping that occurs in this manner.

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Research Questions

This study aimed at determining the career choice of the grades 7 and 8 students in relation to the results of their aptitude test. Specifically, this study sought to answer the following sub-problems:

1. What is the career choice of the grades 7 and 8 students in terms of the following tracks:
1.1. Academic,
1.2. Technical Vocational,
1.3. Sports, and
1.4. Arts?
2. What is the aptitude of grades 7 and 8 students as revealed by their performance rating in all subject areas?
3. Is there a significant relationship on the career choice of grades 7 and 8 students and their aptitude?

METHODOLOGY

Research Design

This study employed the descriptive-correlation research design in investigating the research problem. It is descriptive because the data are presented in qualitative descriptions of the "Career Choice and the Aptitude of the Grades Seven and Eight Students". According to Day (2005), this method of research shows a descriptive task presenting the conditions regarding the nature of the group of persons or class of events that involved procedure of analysis, classification, and measurement. It involves varied information regarding the current or present condition (Deauna, 2005).

Research Respondents

This study was conducted in all Secondary Schools in Babak District, Island Garden City of Samal. The respondents of this study were the Grades 7 and 8 students in the K to 12 Curriculum of all Secondary schools of the said district. The respondents answered the checklist distributed to them which focused on the courses that will be offered in the senior high school based in their career choices. Universal sampling was utilized in this study to map the individual career choice of each grades 7 and 8 students.

No.	Name of Secondary Schools	Number of Respondents
1	Balet National High School	80
2	Tagpopongan National High School	65
3	Cogon National High School	165
4	Mambago-B National High School	257
5	N. Villarica National High School	505
6	San Antonio National High School	78
Total		***1150***

Research Instrument

The instrument used in this study was the self-made questionnaire constructed by the researcher which contained the possible courses to be offered in the senior high school from where the respondents chose the course they believed would fit their capability. Since this study only mapped out the career choice of the grades 7 and 8 students which was the basis of their curricular offerings in the senior high school, there was no scale as the tool to identify the career choice of the respondents was frequency.

Data Analysis

The following statistical tools were used in the analysis and interpretation of the responses of this study.
Frequency was used to determine the number of respondents who chose a particular course to be offered in senior high school.

Pearson-r was used to determine the significant relationship between the career choice of the grades 7 and 8 students and their aptitude.

RESULTS AND DISCUSSION

This chapter displays the summary of the findings, conclusions and recommendations drawn out by the researcher after the analysis and interpretation of the findings had been made.

The objective of this study was to determine career choice of the Grades 7 and 8 students in relation to the results of their aptitude test to find whether the chosen career of the students is in line with their field of interest.

This study employed the descriptive-correlation research design in investigating the research problem. It is descriptive because the data are presented in qualitative descriptions on the "Career Choice and Aptitude of the Students".

This study was conducted in all Secondary Schools in Babak District, Island Garden City of Samal. The respondents of this study were the Grade 7 and 8 students in the K to 12 curriculum of all the secondary schools of the said district. The respondents answered the checklist distributed to them which focused on the courses that will be offered in the senior high school based on their career choices. Universal sampling was utilized in this study to map the individual career choice of each Grade 7 and 8 students.
The instrument used in this study was the self-made questionnaire constructed by the researcher which contained the possible courses to be offered in the senior high school from were the respondents had chosen in the course they believed would fit their capability.

The study revealed that the orientation of our students today as to the courses they are going to take still inclines into four-year courses which they believe to be of more convenience, bankable and decent.

Moreover, it is manifested in this study that those students who opted to take Tech-Voc in the Senior High School preferred to take cookery, the curse that is highly sought by the respondents. On the other hand, for students who opted to pursue academic track preferred t take business and accountancy courses which is in line with the findings that students showed a high performance in mathematics.

Further, this study summarizes that there is a significant relationship on the career choice of students and their aptitude. Students' aptitude or inclination is always the basis for choosing what career to take.

Conclusions
Based on the collective findings on this study, the following conclusions are drawn:

The orientation of our students today as to the courses they are going to take still inclines into four-year courses. The most preferred course by students in the academic track is Business and Accountancy course. The most sought course in the Technical-Vocational track is cookery. The students have high performance in Mathematics and finally, there is a significant relationship on the career choice of students and their aptitude.

Recommendations
In the light of the findings drawn out by the researcher in this study, the following suggestions and recommendations are offered:
It is suggested that Secondary School Heads would also conduct a thorough inquiry on which career choice they have to offer in their respective schools in order to prepare the school facilities and to utilize the skills and inclinations of their students.

That the Department of Education and school administrators should make a comparative study on the implementation of the K to 12 Basic Education Curriculum and its relationship with aptitude of learners is further suggested.

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